***GRASPS Frame***

Segregation: Paul Green

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| ***G***  Real-World **Goal** | For students to create a newspaper through exploring the inequalities that contribute to segregation, and informing readers on the various areas that segregation is found to encompass in societies. |
| ***R***  A meaningful **role** for the student | Students will take the role of an editor, and news reporter. Students will conduct research from various Primary and Secondary sources on obtaining educational, social, political and economical ideological natures of segregation, and report their findings in their newspaper. |
| ***A***  Authentic real-world (or simulated) **audience** | The target audience is simulated to be citizens within the community. |
| ***S***  A contextualized **situation** that involves real-world application(s) | Segregation brings about the disparities of race, gender, and class in various aspects of society. Student’s roles as a reporter, and editor will highlight these issues in displaying their newspapers. |
| ***P***  Student-generated culminating **products** and **performances** | Students will create a name for their newspaper and highlighting one feature story, three news articles, one editorial and one cartoon. Students can report only once on the following subjects of their newspaper; Education, employment, businesses, housing, medical, social, political, race, ethnicity, gender, sexuality, judicial systems, obituaries, religion, advertisement, and or Sports. Students will provide at least one photo on each article, and cite the source of their subject stories and/or articles. |
| ***S***  Consensus-driven performance **standards** for judging success | Students will be given oral instructions, and a Rubric that includes the criteria for their newspaper and its overall expectation. |